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ABSTRACT

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

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THE ITINERANT RESOURCE TEACHER

A MANUAL FOR PROGRAMS WITH GIFTED CHILDREN

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, N.C.

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A

MANUAL

FOR

PROGRAMS WITH GIFTED CHILDREN

By

Betty J. Stovall and Cornelia Tongue

With

Mary Ellen McV. Bundy
Olive T. Holland
June H. McKinney
Mary H. Tripp

Cover Design: Patricia Bowers

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Division of Special Education
State Department of Public Instruction
Raleigh, North Carolina
1970

FOREWORD

Interest in the education of bright students continues unabated. The very nature of life in the United States today makes it increasingly necessary to provide more intensive educational experiences for these children upon whom the community will rely for help in solving the monumental problems of society.

The program for gifted and talented students in North Carolina has received national recognition during the past decade. Educational systems must be modified as our Nation and State change. THE ITINERANT RESOURCE TEACHER is a product of change and exhibits a new direction in North Carolina's Gifted and Talented Program as it offers an avenue to discover and develop potentials among more of our bright youngsters than has heretofore been possible.

George A Kahdy
Director of Special Education

INTRODUCTION

A program for academically gifted students in North Carolina has been in existence for a decade. During this time, it has expanded in area, scope, pupil population and concept. Today the program stretches from the mountains to the sea supported by a Special Allotment of teachers designated by the State Department of Public Instruction to instruct bright youngsters.

The General Assembly selected four criteria to be met by a child placed in the program.

1. He must have an IQ of at least 120 scored on a standard group intelligence test.
2. He must be making A's and B's on his report card.
3. He must be at least at grade level on a standard achievement test.
4. He must receive the recommendation of his teacher or principal.

By law (Article 38, Chapter 115 Public School Laws as amended in 1969), a superintendent requests a Special Allotment, submits a roster of eligible children, selects a grade level and discipline for his program, and describes the way this allotment will be used. Nowhere does the law or State Board of Education specify the exact way a program will be established and conducted. The superintendent, his staff, and the principals in whose schools the program is located make this judgment based on the needs of the local unit and children. The Section for the Education of Gifted and Talented Children, a part of the Division of Special Education, reviews these requests and makes recommendations for placement of allotments by

the State Board. Unfortunately, every year many requests are rejected because of the limited number of Special Allotments.

As positive evidence of the widespread interest in the Gifted and Talented Program, school units all over the State have used other monies to finance the program for education of bright youngsters in addition to those secured from the Special Allotments. Actually, the program has more teachers from these other sources than the State Board grants in the Special Allotments.

In the spring of 1970, the State Board, acting on the suggestion of the Gifted and Talented Section, expanded the utilization concept of the specially allotted teachers to include the Itinerant Resource Teacher.

During the 1969-70 school year, the Charlotte-Mecklenburg School unit was permitted to conduct a pilot program using four Special Allotments as itinerant resource teachers. This unit's Special Abilities and Talents Program directed by Mrs. Betty Stovall has the largest accommodation in North Carolina for education of gifted and talented children. This pilot Itinerant Resource Teacher Program has been very successful, opening new avenues and methods of working with highly intelligent and creative children. With the support and encouragement of the State Gifted and Talented Section, the program is becoming a valuable addition to the general educational picture. Ideas developed here need to be distributed widely. A review of current literature concerning education for the gifted reveals a dearth of information concerning the concept of an itinerant resource teacher being used with gifted children. Therefore this manual THE ITINERANT RESOURCE TEACHER has been prepared for the use of the schools in the State.

Although the manual as written is for the gifted and talented program primarily on the elementary and junior high school levels, with some modifications it could be adapted to the senior high program.

Big urban centers find it impossible to get enough Special Allotments to care for a large population of gifted children. The use of allotments as itinerant resource teachers can result in benefits to more children than if the allotment is used in a self-contained classroom for the gifted.

Local school units which do not have enough academically talented children in any one school or grade to warrant a Special Allotment can request an itinerant resource teacher allotment to be used in a group of schools.

For these reasons, the Section for the Gifted and Talented encouraged by Dr. Jerome Melton, Assistant State Superintendent for Program Services, and George Kahdy, Director of the Division of Special Education, obtained a Federal Grant through the efforts of Carlton Fleetwood, Director of the Division of Federal-State Relations, to write THE ITINERANT RESOURCE TEACHER.

Mrs. Stovall and her resource teachers, Mrs. Mary Ellen Bundy, Mrs. Olive Holland, Mrs. June McKinney and Mrs. Mary Tripp, worked in the summer of 1970 with this consultant from the Section for the Education of Gifted and Talented Children to produce the instrument. The gracious cooperation of Dr. William Self, Superintendent of the Charlotte-Mecklenburg Schools, and Dr. W. Leslie Bobbitt, Assistant Superintendent for Special Services, enabled us to have office space in Charlotte. Mrs. Rachel Mason and Mrs. Deane Crowell, principals in whose schools the resource teachers have worked, gave freely of their time to listen and comment on this work. Secretarial work was done by Mrs. Jane Ferrell. The manual will be distributed to every administrative unit in the State to give encouragement and insight into this staff utilization for the benefit of one of our Nation's most important natural resources--the gifted child.

Cornelia Tongue

Section I

PHILOSOPHY AND OBJECTIVES

The philosophy of the Itinerant Resource Teacher Program for Gifted Children recognizes that every child has the right to the discovery and maximum development of his potentials--a philosophy shared by the State of North Carolina and each school system.

The objective of the program is to enlarge the present implementation of this philosophy by providing:

1. direct support to more classroom teachers and their principals in their teaching relationships with the gifted and talented students;
2. an enriched extension of the regular curriculum for many more gifted students either in or outside the regular classroom;
3. the demonstration of diversified and personalized methods of instruction such as problem-solving, independent study and the inquiry approach which encourage gifted and talented students to make full use of their capacities.

The itinerant resource teacher can function in different ways in different schools. For example, if a school groups its gifted children into homogeneous classrooms, the resource teacher will provide professional enrichment to these classes and their teachers. However, if the philosophy of the school precludes grouping or there are not enough gifted and talented children to establish a full section, then the resource teacher works in partnership with the regular classroom teachers to provide a personalized enrichment program that meets the academic needs of the gifted children wherever they are assigned.

It must be emphasized that the primary function of the resource teacher is to extend the efforts of the classroom teacher in developing the maximum capabilities of the gifted child. Thus he (generic sense for both male and female teachers) acts as a resource person to the teacher as well as to the children, supplementing rather than supplanting the regular teacher.

The State Board of Public Instruction has specified that the resource teacher is not to be used as an administrative person or as a supervisor. Since these resource teachers are provided by the Gifted and Talented Section of the Division of Special Education, they are assigned to a school unit for a year at a time, as are the other Special Gifted and Talented Allotments.

Section II

INTRODUCTION OF RESOURCE TEACHER CONCEPT INTO A SCHOOL SYSTEM

When a principal or supervisor sees a need for a gifted program using an itinerant resource teacher, the school superintendent originates a request for a Special Gifted and Talented Allotment. In large systems, a coordinator may be named by the superintendent to assume responsibility for helping the principal, classroom teachers and the new resource teacher prepare the new program.

Then each interested principal presents the concept of the program to his faculty, explains its advantages and creates a climate conducive to its acceptance. A consultant from the Gifted and Talented Section of the State Department of Public Instruction or a resource teacher involved in an established program might be asked to explain a program already in operation. It is essential that the administration of a school as well as the teachers understand and accept the purposes of the program and be willing to become a part of it.

Section III

QUESTIONS AND ANSWERS ABOUT THE PROGRAM

Questions and answers follow to explain the concept of the itinerant resource teacher. (Section IV will give a more detailed description of the ways to implement the program in a school setting.)

1. How is a resource teacher selected?

   Responsibility for selection devolves on the superintendent or his representative. In appointing a resource teacher, they may find these characteristics helpful:

   a. ability to plan and carry out a creative and innovative program
   b. above-average intellectual qualities
   c. a feeling of warmth and affection for people
   d. a many-faceted personality and a sense of humor
   e. an acceptance of the fact that as an itinerant teacher he will belong to no school or faculty
   f. competency in teaching and learning styles and content
   g. experience as a successful classroom teacher
   h. willingness to work hard and not become easily discouraged
   i. sensitivity to the needs and accomplishments of students and other teachers

2. To whom can the resource teacher turn for professional support?

   He should make use of the available resources of the Section for the Gifted and Talented in Raleigh as well as those within the local unit. Also, the Charlotte-Mecklenburg System will be glad to share its experiences in this area.

3. How are the children assigned to the resource teacher?

The following State criteria for identifying gifted children will determine eligibility:

a. an IQ score of at least 120 from a standardized group intelligence test, such as the Lorge-Thorndike (scores tend to be lower than on some other tests), Otis Quick-Scoring, Kuhlman-Anderson, Henmon-Nelson and the California Test of Mental Maturity. At times an individual test, such as the Slosson, can be administered to a child who does not quite have the minimum IQ, but meets the other criteria. The Gifted and Talented Section does not specify which national test is to be used.

b. an achievement score at or above grade level on a standardized achievement test

c. A's and B's on his report card

d. the recommendation of his teacher and/or principal

In addition, the program is interested in expanding its search for talented children who show evidence of unusual ability in specialized areas such as art, music, the dance, creative writing, drama, empathy, organization, forecasting and leadership. Any child possessing such unusual talents should be brought to the attention of the resource teacher.

Although continuity in the program is desirable for a child, students who do not seem to be compatible with the program should be carefully re-evaluated. In such cases, conferences involving all concerned parties will determine whether the child should continue or be withdrawn. Withdrawal can be either for a long or a short period of time.

4. How does the resource teacher work with the regular teacher?

The resource teacher can extend the units begun by the classroom teacher. He may work with specified pupils in the classroom or take a small group of gifted students to another location for in-depth study and activity.

The resource teacher may introduce a new unit that supplements the work of the classroom teacher. The new unit may be presented to bright children from several heterogeneous classes. Following the introduction, the resource teacher will continue to reinforce the work done by the gifted child through horizontal or vertical enrichment activities which can be related to the regular curriculum.

A new unit may be introduced to a heterogeneous group by the resource teacher, who then meets with the gifted for in-depth study of related topics or areas.

Work may also be done with an individual child in independent study for remedial[1] or in-depth purposes.

In-depth horizontal enrichment expands and enlarges the grade level curriculum to include thematic or interdisciplinary relationships. An example would be a study of stories in language arts to discover how they dramatize events in social studies. The concepts of ecology could be investigated as they relate to science, society, cultures and life itself. In-depth vertical enrichment is an acceleration and extension of content

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[1]A gifted child may be operating near grade level but still remain an underachiever in relation to his IQ and potential. He may also have isolated educational gaps which need to be closed. The resource teacher will take advantage of the skills of other specialized teachers in the school to bridge these gaps.

such as moving from awareness of a basic geometric idea to its use in complex applications; or the development of good writing styles from simplest sentences to a comprehensive report or story. Both horizontal and vertical enrichment promote the use of diverse means of communicating ideas through art, music, creative writing, drama and the dance.

5. What is the relationship between the resource teacher and the classroom teacher?

The resource teacher and classroom teacher should have a close working relationship that encourages a free exchange of ideas and experiences. This may be accomplished through:

a. conferences on a one-to-one basis

b. grade level meeting with the teachers of a particular grade

c. workshops for other teachers within the school

During individual, grade level and school conferences, the resource teacher can join his strengths and those of the classroom teachers into an effective instructional effort. The resource teacher's weekly conference-planning day (see Table One) provides an ideal opportunity for cooperative evaluation and planning. It must be realized that no teacher is expert in all fields of learning, and that the resource teacher is not a panacea for all the needs of the school.

6. How can the work of the resource teacher continue to motivate a class when he is not there?

Much of this continuous motivation is determined by the kind of relationship existing between the resource teacher and the

TABLE 1

SCHEDULE OF RESOURCE TEACHER UTILIZING FOUR SCHOOLS FOR A TWO WEEK PERIOD

Miss Smith

Monday	Tuesday	Wednesday	Thursday	Friday
Greenacres School	Greenacres School	Conferences with teachers, principals, parents, students, coordinators Planning and Preparation Meetings	Boxwood School	Boxwood School

Monday	Tuesday	Wednesday	Thursday	Friday
Meadowlane School	Meadowlane School	Conferences Planning Preparation Meetings	Pineview School	Pineview School

classroom teacher. The classroom teacher will carry on the work initiated by the resource teacher, and the resource teacher should help the classroom teacher plan individualized learning activities for the gifted children in the class. The resource teacher needs to recognize the excellent work done by the regular teacher and help develop her own teaching creativity. Thus the positive self-image of the classroom teacher will be maintained and enhanced.

7. If the school chooses to group students homogeneously, how are the classroom teachers chosen within the school to work with the resource teacher?

Before being put into the program, the teachers named to work with the resource teacher must be carefully screened with consideration for factors which will support the team relationship. The classroom teacher must understand the purposes of the program and indicate a willingness to be one of the working partners. She should be imaginative, flexible, knowledgeable and intelligent. The choice of these teachers is the responsibility of the school principals working with the person designated by the superintendent's office.

If the children are grouped heterogeneously, the resource teacher will, of course, work with each teacher who has identified gifted children in her class.

8. On what grade level will the resource teacher work?

The principal will review the test results of the population of the entire school to find the number of gifted pupils on each grade level. The program should be initiated in the grade levels

with the greatest population of gifted pupils. The size of the program should be restricted to the number of pupils with whom the resource teacher can work effectively. The principal, in consultation with the resource teacher and classroom teachers, will determine final selection of the pupils. Programs can be enlarged more easily than they can be cut back.

Small schools may find it necessary to combine children from multi-grade levels into a single group for enrichment experiences. In this case, it is recommended that there be a primary group and an elementary group. However, it should be possible for a particular first or second grade pupil to work with an older child on some specific project. Older children can develop their own talents as they help younger children in such supervised activities. For example, a fifth grade group might write a play on a first grade level, design the sets and costumes, and produce the play using first grade actors.

At times the resource teacher can work on a one-to-one basis with an especially gifted child.

In the end, the choice of grade level and structure for the program will be the responsibility of the principal and the coordinator from the superintendent's office, with the resource teacher as a close consultant.

9. What subjects will be included in the content area?

The content area for the resource teacher can be in any discipline or in any combination of disciplines. In beginning a program, however, the resource teacher should consider his

strongest interest and preparation and the specific needs of the children with whom he will work. Content can vary from school to school. It is here that the close personal relationship with the classroom teacher bears the best results as these two people explore and utilize mutual strengths in planning for the gifted child.

Content can be approached on two major tracks:

a. the in-depth study of some specific topic

b. the thematic inter-relationship approach to two or more disciplines

10. How flexible should the program be in a school or in a system?

Since this entire program is based upon individualized instruction and personal development, it must be extremely flexible to fit the teaching-learning situations found in different schools. The emphasis must be on designing and implementing an educational program that helps children become independent, creative individuals with dependable skills and understandings.

11. How much time will an itinerant resource teacher spend in a school?

The number of gifted children to be helped controls the time schedule. It is recommended that a resource teacher assigned to more than one school spend not less than two consecutive days in each school. It is also recommended that this person not be assigned to more than four schools at a time and that one day of each week be reserved for a conference-planning day. On this day the resource teacher can meet with the classroom teacher partners, principals and the coordinators to plan and evaluate the program. (See Table One.)

12. May the resource teacher be assigned to only one school rather than a group of schools?

Yes. In this case the teacher should work with the gifted children on all grade levels wherever these children are identified. The principal will see that the resource teacher has released time for planning, conferences and meetings. It needs to be emphasized again that the resource teacher is not a substitute teacher or a counselor because he will have a full schedule working with gifted children.

13. Is space needed for the resource teacher to work in each school?

Yes, although some of the work will be done in the regular classroom using all the children. However, most of the resource teacher's activities will be with small groups of children outside the room. They will work in an especially designated area on a particular project or activity without interrupting the routine of the regular teacher. If a school does not have a vacant room, then the following spaces may be utilized: the stage, the cafeteria, the library (or part of it, if its use will not disturb others), the first-aid room, the AV room, the bookroom, hall space, the school lobby, the gymnasium, a multi-purpose room, outdoors in good weather and mobile classrooms.

14. Who furnishes the resource teacher with the needed materials?

Funds for supplies for this person should be budgeted both in the individual schools and in a special budget in the office of the superintendent.

15. Should the itinerant resource teacher be reimbursed for travel expenses?

A travel allowance from the superintendent's office will be necessary if the resource teacher is to serve schools at some distance from one another. This might be arranged at a rate per mile or at a flat fee.

16. How can the resource teacher keep an account of worthwhile activities?

Experienced resource teachers have found a brief daily written report of great benefit in keeping schedules in order and avoiding confusion. A daily anecdotal report will accumulate a file of valuable activities that can be shared with other teachers.

17. Can the Resource Teacher Program influence and affect schools not having the program?

Good results in a school having a resource teacher can be shared with other schools through visits, exhibits, publications and workshops. In this way good techniques and accomplishments can be disseminated throughout the school unit. A newsletter prepared by the resource teacher or the State Department would be a valuable way to acquaint educators with the potentials of the program.

18. Should arrangements be made for the resource teachers from across North Carolina to meet together from time to time?

Definitely yes. Regional and state workshops can be readily scheduled to share ideas and promote professional growth. Coordination for this can come from the State Department's Gifted and Talented Section.

Section IV

INAUGURATING THE PROGRAM

A certain amount of pre-planning must occur before the resource teacher begins working with children. During the two or three teacher workdays before the children arrive, the principal can tell the faculty that a resource teacher from the Gifted and Talented Program will be used in the school, briefly explaining the purposes of the program. Sometime during the opening weeks of school, the resource teacher and the whole faculty can meet to discuss the program in more detail. Thus every teacher in each school will become acquainted with the resource teacher and familiar with the goals of the program. Then there will be no mistaking the identity and role of this special teacher.

If the gifted children have been identified by the school's testing service and recommended for the program, the resource teacher will immediately study their cumulative folders to become familiar with each student's needs. If new children have moved into the school district with no records, it may be necessary for the resource teacher to administer a quick individual test, such as the Slosson, to determine their eligibility. Also, as the regular classroom teacher works with new children, she may observe additional students and recommend them to the resource teacher.

If the list of eligible children has not been compiled by the testing services, the resource teacher will need to work with the regular teachers to compile such a list from cumulative folders. The amount of time spent on these activities will vary depending on the availability of essential information for identifying eligible students. Two weeks may pass before the resource teacher actually begins to work with the gifted children. The first contacts the resource teacher has with the children in the program should be through orientation sessions. As the students and

teacher become acquainted, he begins to identify potentials, interests and needs of each student. The process of selecting and orienting the students and working with the classroom teachers may require four weeks of concentrated effort.

Following the selection of the grade levels and disciplines in which the resource teacher will work, each school should name a person (perhaps a grade level chairman or a lead teacher) to act as coordinator within the school. In a larger school where the resource teacher may work on only one grade level, the grade level chairman could be this coordinator. If the resource teacher works in several grade levels or in an ungraded multi-level approach, the principal should select a proper coordinator. This person and the principal should be fully familiar with the program.

Since the resource teacher for gifted children is not the only outside person whose work must be fitted into the regular classroom teacher's schedule (for example, the music, art, physical education teachers; the librarian, speech therapist, etc.), it might be wise to arrange these other schedules first.[2] The resource teacher will often take gifted children from the classroom for supplementary work, especially if the class is heterogeneously grouped. Since the gifted child usually comprehends content rapidly and needs less drill, he can easily afford to miss some regular classwork. Both the classroom teacher and the resource teacher must realize that really necessary work has to be done, but the child should not be penalized for attending specialized classes. In the one-to-one conferences the teachers must reach a clear understanding concerning make-up of the work the child misses while out of class.

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[2]When special events conflict with the schedule of the resource teacher, the principal should inform him so that his time can be rearranged.

It is a goal of education to help a child develop a sense of accomplishment and success without undue anxiety and frustration.

Section V

SCHEDULES

In order to demonstrate how the program might be implemented in a system, several sample schedules are given.

Table One is a sample two week schedule showing the overall routine for Miss Smith, an itinerant resource teacher working four days a week in four schools. Wednesday, a work-planning-conference day between schools, provides the opportunity for her to become familiar with the programs carried on in the regular classrooms and to consult with the principals or the coordinators.

Table Two shows a two-day schedule of the itinerant teacher in Greenacres, one of the four schools where she will work with the pupils in three or four fifth grade classrooms. This schedule will vary from school to school depending on the circumstances, needs, abilities, talents and faculty strengths in different schools.

Careful scrutiny of Table Two shows how Miss Smith moves from one day to the next; how the classroom teacher is incorporated into the program as an important person in planning the activities; and how enrichment and in-depth activities are scheduled for a whole class or for small groups. It is possible for a child to work with the resource teacher more than once a day if the resource teacher works with the entire class at one hour and later pulls a few children from the room for individualized instruction. According to Table Two and assuming that a class has approximately thirty students, Miss Smith could work with eighty-six children on Monday and up to seventy-one on Tuesday, depending on which activity was used during the third time slot.

TABLE 2

TWO DAY SCHEDULE AT GREENACRES SCHOOL (Work on fifth grade level in three or four classes)

Monday	Tuesday
9:00 - 10:15 Science project working on communication--problem solving approach--12 selected children from two fifth grade classes--(rest of these two classes are in reading classes with the regular teachers)	9:00 - 10:15 Same 12 children who have set up their objectives and questions--grouped today into two or three children per group to begin research--(regular teachers having reading)[a]
10:30 - 11:30 Math group working on prime and composite numbers--six children pulled from one fifth grade class--(rest of class working with regular teacher in math, possibly individualized)	10:30 - 11:30 Continue with small math group--review prime and composite numbers, then go into factorization--(rest of class has math with regular classroom teacher)[b]
11:30 - 12:15 Introduce unit on Mexico to one heterogeneous class of fifth graders. Set up problems to be investigated. Plan activities for groups and individuals.	11:30 - 12:15 Resource teacher and classroom teacher work together to divide children into small groups or set up as individuals to work on parts of unit. Some of these children will be working in first time slot on communication unit--note possibility for interdisciplinary explorations[c]

(Continued next page)

[a]After the resource teacher leaves, the classroom teacher will provide time for these 12 children to continue their independent and group work in the classroom or library. The resource teacher has on the second day worked out a time budget and work assignments with each group. When he returns in two weeks, the small groups are ready to evaluate what they have done and prepare for the culmination of the unit the second day. Perhaps this culmination will be presented before the whole class(es) as enrichment for the average students.

[b]Next time resource teacher comes to this school he can use idea with another group of six children from another one of the fifth grades.

[c]After the resource teacher leaves, the classroom teacher will continue unit on Mexico to be completed when resource teacher returns in two weeks.

TABLE 2, continued

Monday 12:15 - 1:15 Lunch and preparation for afternoon--all fifth grades in this school are involved in a staggered lunch schedule	Tuesday 12:15 - 1:00 Lunch--note time change from Monday
1:15 - 2:00 Work with group of 8 children from one fifth grade class on special social studies project--making a three dimensional map of Mexico	1:00 - 2:00 Continuation and completion of map with discussion of relationship of Mexico's topography to its economic and cultural development
2:00 - 3:00 Working on a play in one fifth grade class that the regular teacher has already started. Resource teacher acts as consultant on oral expression, costuming, projection and staging.	2:00 - 3:00 Pull out actors (approximately 15) in play some of whom may not be gifted if this is a heterogeneous class but are talented (in music, leadership, art, the dance and drama) and rehearse with them. Play will be given after resource teacher leaves. If on a Wednesday, he could arrange to come back for it and to help in the presentation.

Table Three illustrates a schedule for Miss Smith at Boxwood, a smaller school having only one section per grade and fewer gifted children meeting the State criteria. It incorporates the multi-level or cross-grades approach in grades four, five and six. At Boxwood there are seven eligible children in grade four, nine in grade five, and eight in grade six--a total of twenty-four children. Note the large block of time, the cross-grade workshops, the work with one grade, as at Greenacres, and the individual work with one primary child. An advantage of the Resource Teacher Program is the numerous variations that can be made to care for differences in particular schools.

Another variation in the use of the resource teacher is described in Table Four, a schedule for a resource teacher assigned full time to one school. In other words, this teacher is not itinerant, going from one school to another, but serves "itinerant" students coming to her from the whole school. This resource teacher should be assigned a classroom designated as a Resource Room, Learning Center or Learning Lab, equipped with AV materials (projectors, tape recorders, record players, etc.), reference books, a specialized library and appropriate programmed materials for use.

Eligible children from all grade levels will have been identified by the previously described methods. Instruction can be for one class at a time, for all classes at one level, or on a multi-grade level. When interest is high, age is of little consequence to children.

This table illustrates a sample week for Miss Jones working at Seaside, an elementary school containing three sections each of grades one through six. There are fifty-three identified children in grades two through six. By the end of the first six weeks, the first grade teachers will also begin recommending children whom they have observed to be

TABLE 3

TWO DAY SCHEDULE AT BOXWOOD SCHOOL (Work on multi-levels in grades 4, 5 and 6)

Thursday	Friday
9:00 - 11:00 Science project on Ecology--use problem solving approach. Work with gifted children from grades 4 and 5 for a two hour in-depth, two day workshop--at same time some few children may be especially good in science but not eligible for program but include these--16 children have met State criteria plus 5 who are talented in science. Divide into small groups for research. Projects will be continued after resource teacher leaves as children work in class and library. They will report back next time resource teacher comes to school. This project may require a month to complete.	9:00 - 11:00
11:15 - 12:00 Take the 8 sixth graders for math workshop for extension of geometric concepts working on in the regular class	11:15 - 12:00 Continuation of work on geometry
12:00 - 1:00 Lunch and preparation for afternoon	12:00 - 1:00 Lunch
1:15 - 2:30 Creative writing in-depth work in language arts--using the interested gifted children from the three classes. Might not include all 24 eligible children--could fluctuate according to interest of child and work being done in regular classroom, but might include a few talented in writing. One two-day visit could be on poetry, another on short stories, etc. Here is another opportunity to include talented but not necessarily gifted students. This activity will continue as long as there is interest and need as resource teacher expands possibilities of program.	1:15 - 2:30
2:30 - 3:00 One third grader is gifted but not in program. Resource teacher may work with this child alone for two day period in any area of interest or need that classroom teacher requests. On return visit resource teacher may work with another individual--resource teacher plans with regular teacher for special activities for children not in program and checks progress.	2:30 - 3:00 Continuation of Thursday.

unusually capable. The resource teacher administers a suitable test to determine the actual potential of these first grade children and gradually admits them to the program.

Miss Jones may also be a resource person for the regular classroom teachers on their own projects and work by demonstrating and displaying materials and techniques. This provides a way for the resource teacher to know what is happening in classrooms from which the gifted children are drawn and to plan applicable extension activities for them.

It is not necessary that the same children attend all sessions in a given time slot. Primary children working in language arts might go to Miss Jones on Monday, but not Tuesday. A certain child might omit the poetry session on Wednesday and attend the session on drama on Thursday. This freedom of selection demonstrates both the flexibility of the program and the need for close cooperation between the resource teacher and this child's regular teacher.

It is possible to offer a wide variety of study areas in the Workshops and General Enrichment Programs (GEP). Workshops are intended to offer depth exploration and enrichment in specific educational areas, such as the language arts--story telling, poetry, drama and creative writing; or science--geology, diverse applications of concepts, investigations in probability, in-depth approaches to mental computations, numeration systems and concepts of algebra.

General Enrichment Programs are general activities based on a theme or topic relating to one or more of the studies going on in the regular classrooms. It may consist of a total group approach or independent studies. For instance, if ecology happens to be the unit topic of classroom study, all children might be involved during enrichment periods investigating various phases of this topic and relating their findings

TABLE 4

WEEK SCHEDULE FOR MISS JONES AT SEASIDE SCHOOL (Full-time assignment to grades one through six)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 Open time--most children are with regular classroom teacher but some may need individual help or may bring projects to the Center--conferences with parents, teachers, principal, etc.				
9:00 - 10:00 WORKSHOP (Language Arts - The Multi-level approach--What makes up a story? Enrichment--How do you write a story? How do you communicate a story? Primary level day	WORKSHOP Art of Storytelling) Elementary level day	WORKSHOP Study of Poetry All interested eligibles plus especially talented non-gifted children	WORKSHOP Study of Drama All interested eligibles plus especially talented non-gifted children	WORKSHOP Study of Creative Writing All interested eligibles plus especially talented non-gifted children
10:00 - 11:00 GENERAL ENRICHMENT PROGRAM (Social Studies - Ancient Greece) Interest areas, extension of classroom work, research		GEP	GEP	GEP
11:00 - 12:00 WORKSHOP (Science)	WORKSHOP	WORKSHOP	WORKSHOP	WORKSHOP
12:00 - 12:30 Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:30 WORKSHOP (Math)	WORKSHOP	WORKSHOP	WORKSHOP	WORKSHOP
1:30 - 2:30 GENERAL EDUCATIONAL PROJECTS (Science - Ecology)		GEP	GEP	GEP

to the regular classroom unit. The General Enrichment Program can involve multi-age and multi-grade groupings as well as one-grade and one-age groupings.

The CEP could also focus on individual or small group interests evolving from the regular classroom program. For example, if the regular class is studying Ancient Greece, activities in the CEP could concentrate on the architecture, costumes, drama, sculpture or mythology relating to Greece.

Section VI

ADDITIONAL PROFESSIONAL RESPONSIBILITIES OF THE RESOURCE TEACHER

Identification of children who meet the State criteria for admission into the program is the beginning of observations of these gifted students. As the students become involved in the activities of the program, the resource teacher may discover that the student has deficiencies as well as proficiencies. Personalized planning must be done to care for both of these conditions. Oftentimes the gifted child's extensive vocabulary conceals real educational gaps in both skills and knowledge. In this respect, the gifted underachiever truly needs some "remedial" programming, and the resource teacher should not hesitate to request help from specialized personnel.

In addition, the gifted student may have physical, emotional and social problems which could hamper the development of his full potential and impair his self-concept. The resource teacher with the classroom teacher's full cooperation must become sensitive to these needs and do what is necessary to provide proper help for the student. Again this may involve referral to specialists. Occasionally an identified gifted child might have such an extreme problem that for his own good and that of the program, his work with the resource teacher should be curtailed.

Another area that should concern the resource teacher is the discovery of unusual talents, a topic previously mentioned in the manual. Many children who do not meet the State criteria for "giftedness" are highly talented in specific areas and deserve the right to have these talents developed. Although the resource teacher is primarily responsible for furthering the education of identified children meeting the State criteria, he can act as a consultant to teachers as they develop these unusual talents in the classroom.

Finally, the resource teacher should maintain a close professional relationship with other educators who are concerned with the education of gifted and talented children and constantly call on personnel in the State Department for consultant services.

The resource teacher will share his techniques and methods with other teachers; thus professional growth will be stimulated throughout the school unit. Upon request of classroom teachers, the resource teacher may hold demonstrations and workshops to illustrate these techniques, or a series of workshops on teaching and learning styles could be presented by a number of resource teachers coming from one or more school systems.

Section VII

EVALUATION

Many variables should be considered when evaluating the progress dealing with gifted and talented children. Inasmuch as we are dealing with both the cognitive and affective domains,[3] the evaluative process should be flexible. Furthermore, the resource teacher should be able to experiment with innovative learning, teaching and evaluative processes without feeling restraint. Many times more can be learned from an unsuccessful situation than from a successful one. Both teachers and children must understand that "failure" can be interpreted in positive ways.

The success of the program should be measured in terms of change and growth. At present there is no single evaluation process available from the State Department, and it would be helpful for each school system to devise its own instrument of evaluation. Later these might be compiled into a useful form for general use.

Some specific items of desirable growth and change are given in Table Five and Table Six. Uses of Table Five as an evaluation form would include the items listed below.

1. A dual evaluation of each child done by the student himself and the resource teacher with each one using a different color of ink. This can be done at the end of each semester or at the end of the year followed by a conference on the implications of both evaluations.

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[3]Benjamin S. Bloom, ed., TAXONOMY OF EDUCATIONAL OBJECTIVES HANDBOOK I: COGNITIVE DOMAIN (New York: David McKay Company, Inc., 1967) and David Krathwohl, Benjamin S. Bloom, and Masia Bertram, TAXONOMY OF EDUCATIONAL OBJECTIVES HANDBOOK II: AFFECTIVE DOMAIN (New York: David McKay Company, Inc., 1964).

TABLE 5

TEACHER AND/OR STUDENT EVALUATION

NAME: _____ SCHOOL: _____ DATE: _____

TEACHER: _____ SUBJECT: _____ GRADE: _____

	EVALUATION		
	High	Average	Low
I. ATTITUDES			
A. Respects Self			
1. Recognizes strengths			
2. Recognizes weaknesses			
3. Level of self-image			
B. Respects Others			
1. Recognizes strengths			
2. Accepts weaknesses			
3. Involvement			
C. Sense of Responsibility			
1. Standard of motivation			
2. Standard of achievement			
3. Standard of excellence			
4. Standard of contribution			
D. Sense of Values			
1. Personal values			
2. Group values			
E. Respects Work and Learning			
1. Works independently			
2. Works with a group			
3. Asks good questions			
4. Quests to discover truth			
5. Solves problems for himself			
6. Perseveres			
7. Thinks logically			
8. Communicates clearly			
9. Acquires necessary skills			
II. ACADEMIC STATUS			
A. Content			
1. Acquires factual knowledge			
2. Understands concepts			
3. Able to evaluate			
B. Skills			
1. Has above average vocabulary			
2. Uses research skills			
3. Writes acceptable paragraphs			
4. Comprehends problem			
5. Can hypothesize			
6. Can construct a working plan			
III. CREATIVITY			
A. Recognizes Personal Talents			
1. Sees relationships			
2. Uses materials and ideas in original ways			
3. Applies talent or talents			
B. Values Creativity in Others			

TABLE 6

TEACHER EVALUATION OF STUDENT

PLEASE DESCRIBE THIS STUDENT BY ENCIRCLING THE MOST ACCURATE DESCRIPTION FOR A - D (If, after encircling the description, you feel it underestimates the pupil, place a + after the encircled number)

A. Motivation	B. Work Attitude	C. Curiosity	D. Creativity
1. Must be prodded to get work done	1. Does not like to tackle a new idea	1. Not curious enough to get all the facts	1. Never has a new idea
2. Requires occasional reminders	2. Has difficulty comprehending class procedures	2. Accepts facts and situations as presented	2. Tends to use only familiar ideas
3. Usually completes work promptly	3. Applies general classroom methods capably	3. Asks some questions for better understanding	3. Sometimes has original ideas
4. Generally does more than is required	4. Occasionally employs a new approach	4. Demands reasons; expresses doubts; wants additional clarification	4. Can be depended on to have good suggestions
5. Contributes creatively and constructively on a high level	5. Finds many ways to solve problems	5. Investigates further and arrives at conclusions	5. Sees new relationships; uses materials in unusual ways

PLEASE CIRCLE THE NUMBER THAT MOST ACCURATELY DESCRIBES THIS STUDENT'S PROFICIENCY IN EACH OF THE FOLLOWING AREAS: (Consider 9 to be Superior, 5 to be Average, and 1 to be Poor)

Reading	9	8	7	6	5	4	3	2	1
Paragraph Writing	9	8	7	6	5	4	3	2	1
Grammar	9	8	7	6	5	4	3	2	1
Spelling	9	8	7	6	5	4	3	2	1
Punctuation	9	8	7	6	5	4	3	2	1
Arithmetic Application	9	8	7	6	5	4	3	2	1
Penmanship	9	8	7	6	5	4	3	2	1
Oral Reporting	9	8	7	6	5	4	3	2	1
Critical Judgment	9	8	7	6	5	4	3	2	1
Organization Proficiency	9	8	7	6	5	4	3	2	1
Following Directions	9	8	7	6	5	4	3	2	1
Research Ability	9	8	7	6	5	4	3	2	1
Emotional Maturity	9	8	7	6	5	4	3	2	1
Physical Maturity	9	8	7	6	5	4	3	2	1
Social Maturity	9	8	7	6	5	4	3	2	1

Please check the areas in which the student shows unusual interest or talent.

Art	_____	Language Arts	_____	Music	_____	Science	_____
Dance	_____	Language	_____	Physical Education	_____	Others	_____
Drama	_____	Mathematics	_____	Social Studies	_____		_____

2. Self evaluations by the student during his first week in the program followed by a teacher evaluation at the end of the first or second report period, both of which will be the subject of teacher-pupil conferences. The same procedure, repeated at the end of the school year could furnish basic information for planning the program for the following year. Results of these evaluations can also be shared with the regular classroom teacher and principal.

Since the Resource Teacher Program is an extension and supplement of the work of the regular classroom teacher, the resource teacher will not be expected to give numerical or letter grades. However, he will consult with the classroom teacher concerning quality of work done and the general growth and development of the student. He will, of course, be expected to evaluate and criticize the work done by the gifted students under his supervision and maintain high standards of excellence. The resource teacher has every right to expect a student to show reasonable educational progress. If this progress is not evident, the student should be removed from the program either on a temporary or permanent basis.

Another facet of evaluation can come from the students as they are invited to evaluate the program as well as themselves. Pupil evaluation can be carried on in individual conferences, small group discussions and in more formal panel discussions.

One of the best means to demonstrate continuing evaluation is through exhibits of student work where pupils are given opportunities to explain what they are doing and why they are doing it.

The teacher may find the keeping of a personal anecdotal record of daily activities to be a valuable asset in planning and evaluating his work. Table Seven suggests a method for recording such ideas and events.

TABLE 7

TEACHER'S JOURNAL

Date _____

School _____ Grade____ Class____ No. Students____

I. General Classroom Unit: Extension activities conducted by resource teacher _____

_____

_____

II. Special Workshop

_____

_____

Notes for classroom teacher _____

_____

III. Conferences

A. With principal _____

_____

B. With classroom teacher _____

_____

C. With student _____

_____

IV. Evaluation

_____

_____

_____

_____
Itinerant Resource Teacher

Section VIII

SUMMARY

The Itinerant Resource Teacher for Gifted Children Program is truly a new concept in staff utilization. Each person moving into this program must realize that close relationships between principals, administrators and classroom teachers are essential. The State Department feels that the success of the program is highly dependent upon the knowledge, understanding and support given by the superintendent, supervisors and principals to the resource teachers in each school unit.

There are personal and professional adjustments that the resource teacher must make as he leaves the regular classroom and enters this new educational field. Each teacher will find it necessary to design his own working pattern and trial and error efforts are encouraged.

The rewards, on the other hand, are greatly multiplied as the resource teacher comes in continuous contact with more and more gifted children.

In this era of societal change, gifted children must not be overlooked and neglected. Within them are the means to re-order society and overcome its monumental problems.